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DEFINITIONS OF TERMS IN VOCATIONAL, TECHNICAL, AND PRACTICAL
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AMERICAN VOCATIONAL ASSOCIATION, INC.
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DEFINITIONS OF TERMS USED IN VOCATIONAL, TECHNICAL, AND PRACTICAL ARTS EDUCATION

Adult agriculture classes

—classes for farmers who are established in the farming business and who are interested in increasing their farming proficiency through participation in regular classes of systematic instruction. Such classes are of long and short term duration, often held in the evenings, and centered around managing the farm business or on only one enterprise or unit of interest.

Adult vocational education

—instruction offered day or evening to adults or out-of-school youth over 16 years of age who are engaged in or are preparing to enter an occupation. Vocational education for adults is chiefly of an upgrading and updating nature, offered on a part-time basis, or of a retraining nature for persons displaced by automation or technological changes.

Advisory committee

—a group of persons, usually outside the educational profession, selected for the purpose of offering advice and counsel to the school regarding ~~the~~ vocational program. Members are representatives of the people who are interested in the activities with which the vocational program is concerned. (See also craft advisory committee.)

Agri-business

—an inclusive term which embraces a cluster of agricultural occupations pertaining to the business and/or management phases of manufacturing, servicing, processing, and distribution of the products going into and/or coming from farm production.

Agricultural education

—a systematic program of instruction for public school enrollees, out-of-school and post-high school youth, and established farmers, organized for the purpose of improving agricultural methods and rural living. Objectives are to develop abilities to: make a beginning and advance in farming; produce farm commodities efficiently; market commodities advantageously; conserve soil and other resources; manage a farm business; maintain a favorable environment and participate in rural leadership activities.

Agricultural mechanics shop

—a school shop, properly designed, having necessary equipment and adequate supplies to make possible an instructional program to meet the mechanical, structural, power and other needs of the farm, farm home, and other agricultural occupations which require mechanical skills.

Agricultural occupations

—occupations involving knowledge and skills in agricultural subjects have the following characteristics: (a) on a farm or in another business, agency, or organization which performs one or more of the agricultural functions of producing, processing, distributing, and servicing farm products, (b) employs workers who need competencies in one or more of the primary areas of plant science, soil science, animal science, farm management, agricultural mechanization, and agricultural leadership. Examples include occupations which deal with: agriculture, forestry, park, and recreational area managers; processing food, feed, tobacco, and related products; selling farm and garden equipment and supplies; gardening, landscaping, and grounds keeping; farm irrigation; soil and water management technicians; forestry conservation; repair of agricultural machinery, horticultural farming; servicing agricultural production.

All-around mechanic

—an industrial term used to designate a trained individual possessing the skills and knowledges necessary to do practically all of the jobs within a specified trade or occupation.

American Vocational Association, Inc.

—the national, professional organization of teachers, administrators, supervisors, and teacher-educators engaged in the various phases of vocational, technical, and practical arts education. Its objectives are the promotion, improvement, and protection of sound vocational, technical, and practical arts education programs and the professional advancement of its members.

Applied art

—an area of study dealing with the principles of art as related to the planning, designing, manufacturing, or arrangement of such commodities as clothing, shelter,

household furniture, and equipment.

Apprentice training

—an organized system for providing young people with the manipulative skills and technical or theoretical knowledge needed for competent performance in skilled occupations. The program usually involves cooperation among school, labor, and management, since apprentices learn the skills of the craftsman through on-the-job work experiences and the related information in the classroom. The minimum terms and conditions of apprenticeship are regulated by state and local statutes or agreements.

Area vocational school or program

—a school or program involving a large geographical territory usually including more than one local basic administrative unit. It offers specialized training to high school students, who are preparing to enter the labor market. It also provides vocational or technical education to persons who have completed or left high school and are available for full-time study. These schools are sponsored and operated by local communities or by the state.

Avocational interests

—those pursuits or hobbies which are distinct from the regular work or occupation of the individual and which are followed for recreational purposes.

Business education

—a program of instruction which consists of two parts: (a) office education, a vocational education program for office careers through initial, refresher, and upgrading education leading to employability and advancement in office occupations, and (b) general business education, a program to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world.

Certificate of completion (certificate of training)

—written recognition granted to members of vocational classes upon satisfactorily completing the requirements of a course of instruction. Such certificates are presented when courses are not taken for credit towards graduation.

Certification

—(See teacher certification.)

Citizens committee

—this term is used extensively in agricultural education in referring to advisory committees.

Community college

—a junior college operated by the board of education of a local basic administrative unit (including the independent local board for one or more community colleges). Instruction is adapted in content, level, and schedule to the needs of the local community. (See junior college.)

Comprehensive high school

—a secondary school with a number of departments (e.g., academic, industrial, business) offering a diversified program to meet the needs of pupils with varying interests and abilities.

Consultant

—a recognized expert (not vested with administrative authority) in a specialized field whose advice is sought in the improvement of a program of education and/or its facilities.

Continuation school or class

—(See part-time programs, vocational.)

Cooperative education

—a program for persons who are enrolled in a school and who, through a cooperative arrangement between the school and employers, receive part-time vocational instruction in the school and on-the-job training through part-time employment. It provides for alternation of study in school with a job in industry or business, the two experiences being planned and supervised by school and employer so that each contributes definitely to the student's development in his chosen occupation. Work periods and school attendance may be on alternate days, weeks, or other periods of time, but the hours at work are during the school day and equal or exceed the hours spent in school during the regular school year. This plan of training is used extensively in various phases of vocational education.

Coordinating teacher (teacher-coordinator)

—a member of the school staff who teaches the related and technical subject matter involved in work experience programs and coordinates classroom instruction with on-the-job training.

Coordinator (cooperative education)

—a member of the school staff responsible for administering the school program and resolving all problems that arise between the school regulations and the on-the-job activities of the employed student. The coordinator acts as liaison between the school and employers in programs of cooperative education or other part-time job training.

Counselor, guidance

—an experienced and trained person who helps another individual to understand himself and his opportunities, to make appropriate adjustments, decisions, and choices in the light of his unique characteristics, and to initiate a course of training or work in harmony with his selection.

Course of study

—an inclusive outline of the objectives, experiences, skills, projects, demonstrations, related information, and methods involved in teaching a school subject, covering a specified period of time.

Craft advisory committee

—a group of local craftsmen, selected from a specific trade or occupation, appointed to advise the school on matters pertaining to teaching the particular occupation. Generally, the committee should include an equal number of representatives of labor and management.

Curriculum

—the series of courses designed to cover the instruction in a designated field. It may refer also to the whole body of courses offered in an educational institution.

Curriculum laboratory

—an area especially equipped with desks, chairs, reference books, duplicating equipment, and other facilities needed by persons designated to develop courses of instruction and special types of teaching materials.

Day trade classes

—courses conducted for persons regularly enrolled in a full-time school who have selected a trade or industrial pursuit and who wish to prepare for useful employment in that occupation. Training is comprehensive and includes instruction in manipulative processes and also in those technical and other related subjects which are needed by the skilled and competent worker.

Demonstration plot

—a plot of ground used for instructional purposes in the field of agriculture. It is used for demonstration purposes and to show in a realistic way various practices, procedures, and techniques in agriculture.

Directed practice (student teaching)

—a teaching assignment to enable the student teacher to acquire skill in teaching methods under the direction of a supervising teacher.

Distributive education

—a program of instruction in marketing, merchandising, and management. The program is concerned with training needed for purposes of updating, upgrading, career development, and operational management.

Distributive Education Clubs of America

—the national organization for students enrolled in distributive education classes. The club is an integral part of the instructional program. It provides opportunity for leadership, scholastic development, vocational competence, civic awareness, competition, economic understanding, organizational training, and further develops a professional attitude toward careers in retail, wholesale, and service occupations.

Distributive occupations

—those occupations followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods or services. Such occupations are

found in various business establishments, including, without being limited to, retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.

Diversified occupations program

—a high school course in which students are given supervised work experience in any one of a variety of occupations, combined with related classroom instruction. This type of program is suited especially to communities where the need for workers is too limited to justify separate courses for each occupation. This program is usually under the direction of the trade and industrial education division and supervised by a teacher coordinator.

Evaluation

—a term used in education indicating the procedure for determining the effectiveness of instruction.

Evening school

—an institution that offers an organized program of courses for the convenience of adult students. Classes are held during the non-working hours of employed persons.

Executive officer of the state board for vocational education

—the legally designated state official directly responsible to a state board for vocational education for the administration of the policies of vocational education determined by the board.

Exploratory courses

—school subjects designed to provide the student with a broad, general, over-all view of the knowledges and skills involved in a field of learning or an occupation. Courses which provide students with exploratory and introductory experiences in a wide range of occupations serve as an aid in choosing a vocation.

Family life education

—an educational program concerned with the improvement of family living. It may involve many educational subject fields such as homemaking, health, social studies, and many different groups such as the schools, clubs, community agencies.

Federal aid

—(See grant-in-aid.)

Field trip

—a planned visitation by a group of students to some farm organization or establishment outside the classroom for the purpose of observing and seeking firsthand information about its operation or of acquiring skills and experiences not possible in the classroom.

Fitzgerald Act

—the National Apprenticeship Law enacted in 1937 “to promote the furtherance of

labor standards of apprenticeship . . . bring together employers and labor for the development of programs of apprenticeship and to cooperate with state agencies in the formulation of standards of apprenticeship." The act is administered by the Bureau of Apprenticeship and Training, U.S. Department of Labor.

Follow-up study, vocational

—a survey to determine what occupations the students and graduates of vocational education courses enter and how effective their training was in relationship to actual needs of the job.

Foremanship training

—(See supervisory training.)

Future Farmers of America

—a national organization of students who are enrolled in agricultural education classes in the public secondary schools of the nation. It is an integral part of the instruction in agricultural education and is provided for in the George-Barden and subsequent National Vocational Education Acts. It was incorporated by the 81st Congress in 1950. The foundation upon which the FFA is built includes leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

Future Homemakers of America

—the national organization of students studying home economics in public and private secondary schools. This youth organization provides opportunities for developing leadership abilities, for preparing youth to participate in community organizations, and for developing individual and group initiative in planning and carrying out activities related to the home. On the local, state, and national levels it operates through the framework of the home economics education program of the secondary schools.

General industrial course

—a class organized to give specific preparation for an occupation in a group where shop instruction in several closely allied trades is conducted simultaneously. Courses may be organized to give preparation for one or more production jobs that do not fall into the trade classification.

General shop course

—a multi-activity program in industrial arts. (See multiple-activity general shop.)

General unit shop

—a school shop confined to industrial arts education within a family of occupations such as metalworking, woodworking, or electricity. For example, a general metalworking shop would contain facilities related to the specific occupations of machine shop, foundry work, sheet metal, and the like.

George-Barden Act

—the federal law enacted in 1946 which provides for "the further development and

promotion of vocational education in the several states and territories." It authorizes a federal appropriation for grants-in-aid to states for use in vocational programs which meet certain minimum standards in agriculture, home economics, distributive education, trade and industrial education, and vocational guidance. On August 8, 1956, fishery trades were included. The act is administered by the U.S. Office of Education, Department of Health, Education, and Welfare.

Title II within the Health Amendments Act of 1956 authorized a program for the extension and improvement of practical nurse training and other similar health occupations. This Title was revised and extended with the passage of P.L. 87-22 in 1961.

Title III was added to the George-Barden Act of 1946 by an amendment provided by Title VIII of the National Defense Education Act of 1958 (P.L. 85-864) which provided "that funds appropriated . . . shall be used exclusively for the training of individuals designed to fit them for useful employment as highly skilled technicians in recognized occupations requiring scientific knowledge . . . in fields necessary for the national defense."

Grant-in-aid

—a financial grant, frequently in the form of periodic payments, made by a government or agency to another government or agency by way of assistance for a special purpose. For example, funds are granted by the Federal Government to the states for the promotion and improvement of vocational education, under the terms of the federal vocational education acts.

Guidance services

—those activities which have as their purpose helping pupils assess and understand their abilities, aptitudes, interests, environmental factors, and educational needs; assisting pupils in increasing their understandings of educational and career opportunities; and, aiding pupils in making optimum use of educational and career opportunities through the formulation of realistic goals. These activities include counseling pupils and parents, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social adjustment, and working with other staff members in planning and conducting guidance programs.

Guidance, vocational

—the process of assisting individuals to understand their capabilities and interests, to choose a suitable vocation, and to prepare for, enter, and make successful progress in it.

High school classes in agricultural education

—classes organized and conducted in public secondary schools for pupils who wish to secure systematic instruction in agricultural education. Such instruction is organized on graded levels dealing with exploratory agricultural experiences, principles and practices in farming, agri-business, and technical agricultural occupations with emphasis on supervised participating experiences in each area.

Home economics

—the term used to designate the discipline at the college level which prepares students for such professional fields as: home economics teaching, dietetics, coopera-

tive extension, social welfare, public health, institution administration, research.

Home economics education

—a program of instruction which is planned for the purpose of assisting youth and adults to understand and solve problems in home and family living and/or to prepare for employment and upgrading in occupations involving knowledge and skills in home economics subjects. Subject-matter areas include: child development; family relationships; food and nutrition; clothing and textiles; family economics and home management; housing, home furnishings and equipment; and, family health.

Home experiences or projects

—learning activities related to personal and family problems which are planned, carried out, and evaluated by the pupils in their homes, under the guidance of the teacher and parents, for the purpose of personal development and improvement of home life.

Homemaking education

—a term frequently used to designate secondary and adult programs which have as their goal education for home and family living. (See home economics education.)

Home mechanics course

—a course in the construction and repair of simple, household equipment and the understanding and maintenance of mechanical and electrical household appliances.

Home practice

—the practical application of specific school learnings to home activities for the purpose of developing skill in and appreciation of sound homemaking procedures.

Home project

—(See home experiences.)

Industrial art

—application of the principles of design to the planning and production of manufactured products.

Industrial arts education

—instructional shopwork of a non-vocational type which provides general educational experiences centered around the industrial and technical aspects of life today and offers orientation in the areas of appreciation, production, consumption, and recreation through actual experiences with materials and goods. It also serves as exploratory experiences which are helpful in the choice of a vocation.

Industrial education

—a generic term applying to all types of education related to industry, including industrial arts education, vocational industrial education (trade and industrial education), and much technical education.

In-service training for teachers

—instruction and supervision for employed instructional personnel for the purpose of improving their professional abilities.

Instruction sheets

—written teaching aids which contain organized material for the use of individual students. There are four common types:

Operation sheet—gives directions on how to perform a single manipulative operation

Job sheet—gives directions on how to perform, completely and in proper sequence, the operations necessary to complete a production job

Information sheet—contains essential facts necessary for the understanding of an instructional unit which is largely informational in nature

Assignment sheet—directs the study to be done or assignment to be carried out by the student on the lesson topic, and may include questions to determine how well the lesson has been learned.

Itinerant teacher

—one who teaches individuals or a group of individuals in different locations in lieu of having them come to a central point.

Job

—a specific, assigned task which provides the media by which the student practices and develops skills for an occupation.

Job analysis

—a detailed listing of duties, operations, and skills necessary to perform a clearly defined, specific job, organized into a logical sequence which may be used for teaching, employment, or classification purposes.

Joint apprenticeship council

—a group of representatives of employers and labor, organized to cooperate with vocational schools in setting up, conducting, and maintaining standards for apprenticeship programs.

Journeyman

—a worker who has satisfactorily completed his apprenticeship and is classified as a skilled worker in his trade.

Junior college

—an institution of higher education which offers the first two years of college instruction, frequently grants an associate degree, and does not grant a bachelor's degree. Offerings include transfer and/or terminal programs (with an immediate employment objective) at the post-secondary instructional level and also may include adult education programs. It is an independently organized institution (public or non-public) or an institution which is a part of the public school system or an independently organized system of junior colleges. The term does not refer to the lower division of a four-year institution, even if this lower division is located on a

campus entirely different from the campus of the parent institution. (See community college.)

Laboratory of industries

—(See multiple-activity general shop.)

Local director of vocational education

—the school administrator appointed to supervise the total vocational education program in a school district.

Manpower Development and Training Act

—a federal act administered by the Department of Labor and the Department of Health, Education, and Welfare. Its function is the training of the unemployed and underemployed as well as the retraining of persons who are displaced due to automation and technological changes.

Multiple-activity general shop

—a school shop designed and equipped to offer two or more areas of instruction in industrial arts. Such a shop may contain facilities for teaching drawing, wood-working, metalworking, graphic arts, and electricity, or a similar combination of teaching areas. It is sometimes called general shop, comprehensive (composite) general shop, or laboratory of industries.

Occupational information

—systematically organized data used by guidance personnel for the purpose of helping persons make a vocational choice. Material concerns the nature of the work, duties, responsibilities, and compensations involved in the several vocations, including information about employment outlook, promotional opportunities, and entrance requirements.

Occupational standard

—an established measure for judging the quality of work performed in a trade or occupation.

Office education

—a vocational education program for office careers through initial, refresher, and upgrading education leading to employability and advancement in office occupations.

Office education curricula

—a series of related and required courses leading to vocational competency in a specific occupational category which is taken in addition to the required subject matter taken by all students. Typical occupational curricula include: (a) stenographic, typing, filing, and related occupations, (b) computing and accounting occupations, (c) material and production and recording occupations, (d) information and message distribution occupations, (e) accounting, auditing, budget, and management analyst occupations, (f) personnel and training administration occupations, (g) administrative specialization occupations, (h) miscellaneous clerical

occupations, (i) supervisor office position occupations, (j) management office facilitation function, (k) data processing occupations.

Office occupations

—those activities—performed by individuals in public and/or private enterprises—which are related to the facilitating function of the office. They include such items as recording and retrieval of data, supervision and coordination of office activities, communication, and reporting of information regardless of the social, economic or governmental organization in which they are found. The *Dictionary of Occupational Titles* provides a source of information concerning the nature of office occupations.

On-the-job training

—instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation. Usually the minimum or beginning wage is paid.

Opportunity school

—a term applied to a school providing specialized courses to meet widely varied adult needs such as those of illiterates, applicants for naturalization, workers needing retraining, or adults seeking various types of vocational training.

Part-time programs, vocational

—programs conducted for workers during the usual working hours of the occupation. The three general kinds follow:

Part-time trade extension classes—instruction given to employed workers for the purpose of increasing or extending their skill and knowledge in the trade or occupation in which they are or have been engaged.

Part-time trade preparatory classes—instruction given to workers who have left the full-time school for the purpose of fitting themselves for useful employment in trades, occupations, or fields of industry other than those in which they are or have been employed.

Part-time general continuation classes—instruction given to employed persons for the purpose of enlarging their civic or vocational intelligence. Instruction is not confined to trade or industrial pursuits but may cover any subject relative to civic or vocational needs offered to workers who return to the school during their usual working hours.

Placement service

—assistance in helping persons to locate work, either part-time or full-time in the field for which they are trained, which is consistent with their abilities, experiences, and backgrounds. When offered by the school, it is a phase of the vocational guidance program and involves liaison with employers to learn of job vacancies and success or failure factors of student-learners or graduates.

Planning center (industrial arts)

—the area in a shop or laboratory where mechanical drawing equipment, magazines, reference and textbooks are available for students to use when developing shop jobs or projects.

Planning sheet (industrial arts)

—a prepared form to aid pupils in learning how to organize their work effectively.

Plant training

—any type of instruction given by the employer in his own establishment during working hours.

Practical arts education

—a type of functional education predominantly manipulative in nature which provides learning experiences in leisure-time interests, consumer knowledge, creative expression, family living, manual skills, technological development, and similar outcomes of value to all.

Practical nurse education

—a program offering training in approved schools and leading to licensure as a practical or vocational nurse. The trainee is being prepared to (a) give direct nursing care to patients whose health situation is relatively stable, (b) assist qualified professional nurses in caring for patients whose health situation is more complex. The minimum requirements are set by the state board for vocational education while it is accredited by the profession for meeting desirable standards and licensed by the state in order to protect society from malpractice and incompetent individuals.

Pre-employment training

—organized, brief, intensive instruction for entrance into employment in a specific job or retraining for workers leading to new duties or a new position.

Preparatory training

—programs preparing enrollees for employment.

Private vocational school

—a school established and operated by an agency other than the state or its subdivisions, and supported by other than public funds, which has as its purpose the preparation of students for entrance into or progress in trades or other skilled occupations.

Professional education courses

—courses that deal with the study of the history, philosophy, psychology, content, methods, etc., of education.

Progress chart

—a running record showing the operation, jobs, projects, or other assignments completed by the individual students in a class.

Project

—an article, activity, investigation, or problem chosen by or assigned to a student. The student is assisted by the teacher in its planning and completion.

Project method (industrial arts and homemaking)

—a motivating technique of instruction in which the teaching units are combined and related to normal life activities being encountered by the students.

Public service training

—vocational courses organized to train persons, such as firemen or policemen, employed in state or municipal departments.

Public vocational school

—a secondary school under public supervision and control and supported by public funds which provides instruction that will enable high school youth and adults to prepare for, enter, and make progress in a skilled trade or occupation of their choice.

Regional conference or clinic

—a meeting (usually annual) of representatives of several states. The sessions are called by the U.S. Office of Education, for the purpose of dealing with problems of common interest to the states represented. Meetings may be confined to a single phase of vocational education or may include them all; regional conferences are called by the Commissioner; clinics are called by the Division of Vocational Education.

Rehabilitation, vocational

—the service of preparing disabled persons for remunerative employment through diagnosis, guidance, physical restoration, training, and placement.

Reimbursable vocational program

—a class or curriculum—offered through a public school, teacher-training institution or under contract—which is organized and conducted in accordance with the provisions of the state plan for vocational education approved by the U.S. Office of Education. Such programs are eligible to receive funds from the state (from state and federal vocational education appropriations) to cover in part certain costs already incurred. Whether or not aid actually is received is immaterial.

Related subjects

—classroom and laboratory courses designed to increase knowledge, understanding, and ability to solve technical and theoretical problems concerned with a particular occupation.

Resource person

—a person who is a participant in a discussion concerning a problem or subject. His extensive experience and broad knowledge of the subject enable him to render authoritative opinions.

Retraining programs

—courses which provide an occupational changing type of instruction serving to

prepare persons for entrance into a new occupation or to instruct workers in new, different skills demanded by technological changes.

School farm (school farm laboratory)

—a farm, or farm land—owned or leased by the public school and farmed by students—used to facilitate instruction in vocational or general agriculture.

Service occupations

—those occupations which have as their primary purpose the rendering of personal service to the customer or maintenance of existing equipment.

Short-unit course

—a self-contained training program of relatively short duration for the purpose of giving instruction in a single phase of a subject or in the operation of a specific machine.

Skilled mechanic

—one competent to perform, with a high degree of expertness, the work in one or more specialized divisions of a given trade.

Skilled operator

—one competent to perform efficiently and expertly one or more kinds of repetitive production or single purpose jobs on machines or other special equipment demanding manual dexterity.

Smith-Hughes Act

—the basic federal vocational education act, passed in 1917, which established the principles of federal financial aid and cooperation with the states in promoting public vocational education (not leading to a baccalaureate degree) in agriculture, trade and industries, and home economics for persons 14 and over. It includes a permanent appropriation and is administered by the U.S. Office of Education, Department of Health, Education, and Welfare.

State board for vocational education

—the agency, created by a state, having major responsibility for the administration and general supervision of vocational education in that state. It is responsible for maintaining certain minimum standards in the expenditure of federal funds allotted to the state for vocational education.

State director for vocational education

—an administrator designated within the state to be directly responsible to the executive officer of the state board for vocational education for the administration and operation of the total vocational education program in the state.

State plan

—an agreement between a state board for vocational education and the U.S. Office

of Education describing (a) the vocational education program developed by the state to meet its own purposes and conditions, and (b) the conditions under which the state will use federal vocational education funds (such conditions must conform to the federal acts and the official policies of the U.S. Office of Education before programs may be reimbursed from federal funds).

State reports

—annual statements by a state board for vocational education to the U.S. Office of Education, concerning the enrollments and the receipts and expenditures of money, showing that federal funds have been expended in accordance with the federal acts and the rules and regulations of the U.S. Office of Education, and that federal funds have been matched by total state and local funds. It includes a descriptive account of the progress of vocational education within the state.

Steering committee

—a group of qualified persons appointed to give direction to a project in its initial stages and usually followed by an advisory committee to establish policies and operating procedures.

Student learner (student worker)

—a member of a high school cooperative education program legally employed as a part-time worker and so classified by the Wage and Hour and Public Contracts Divisions of the U.S. Department of Labor for wage and hour regulation purposes.

Student teacher

—a person enrolled in a school of education who has been assigned to assist a regular teacher in a real school situation. No compensation is paid for this service.

Supervised agricultural activities

—an integral part of the training program provided by the school either in a school laboratory adequate in scope and facilities, on the home farm or a school-selected farm where student participating experiences are supervised by the instructor involved, and/or in other selected agricultural businesses and agricultural occupations where experiences also are supervised by the instructor.

Supervising teacher

—an experienced teacher who is responsible for directing the practice teaching activities of student teachers.

Supervisor

—the professional person responsible for the promotion, development, maintenance, and improvement of instruction in a given field. Supervisors may operate at the local, area, or state level and much of their work is concerned with in-service training for vocational teachers.

Supervisory training

—organized instruction to assist foremen and supervisors, in industry and business,

in various phases of their work including training workers, personnel relations, and legislation.

Survey, community

—a fact-finding study of socio-economic conditions and resources, community agencies, industries, business, farming, institutional practices, problems and practices of families, etc., as they exist at a given time in a given community. It is used by the school as a guide in revising school offerings to meet local needs.

Survey, occupational

—an investigation and evaluation to gather pertinent information about a single industry or the occupations of an area to determine the need for training, the prevalent practices, the labor supply and turnover, for the purpose of maintaining the vocational program at a realistic level.

Survey, vocational education

—a study to obtain necessary information as a basis for the proper development of programs of vocational education. It serves to identify the needs for vocational training, recommend suitable types of classes, assist in the development of new instructional processes, and evaluate the results of work already done.

Teacher certification

—the approval action, based on minimum standards adopted in the state, taken by legally authorized school authorities on the professional and technical qualifications of teachers.

Teacher-coordinator

—(See coordinating teacher).

Teacher-education institution

—an educational agency responsible for the proper preparation of teachers. Each state board for vocational education designates the institutions within the state responsible for the preparation of vocational teachers.

Teacher-educator (teacher-trainer)

—a qualified professional person responsible for the preparation and in-service training of teachers. He assists teachers or prospective teachers to secure the professional knowledge, ability, understanding, and appreciation which will enable them to meet certification requirements or advance in teaching positions.

Teaching aid

—an auxiliary instructional device, such as a chart, drawing, picture, film, mock-up or a working model, intended to facilitate learning.

Teaching load

—a term used to designate the number of hours per day or week and the number of students assigned to an individual teacher.

Technical agriculture

—an inclusive term which embraces a cluster of agricultural occupations engaged in the science, mechanical, and technical phases of production, distribution, manufacturing, use, processing, and marketing of farm products.

Technical education

—education to earn a living in an occupation in which success is dependent largely upon technical information and understanding of the laws of science and principles of technology as applied to modern design, production, distribution, and service.

Technical high school

—an educational institution at the secondary level which is vocational in objective, technical in subject matter content, and usually terminal in character.

Technical institute

—a school at the post-high school level which offers technical education in one or more fields to prepare people for employment in positions which lie between the skilled workers and professional scientists or engineers.

Technician (industrial)

—a worker on a level between the skilled tradesman and the professional scientist or engineer. His technical knowledge permits him to assume some duties formerly assigned to the graduate engineer or scientist. For example, technicians may design a mechanism, compute the cost, write the specifications, organize the production, and test the finished product. There are technicians in other occupational fields.

Technology

—the application of scientific principles in research, design, development, production, distribution, or service. It often is used to denote a segment of the applied sciences, i.e., electronic technology.

Terminal course

—one which completes the subject matter of a specific area with employment as the immediate objective.

Trade analysis

—the procedure of breaking down a trade or occupation to determine the teachable content in terms of operations, tools, processes, and technical information to be organized into a course of study and arranged according to a sequence of difficulty.

Trade and industrial education

—instruction which is planned to develop basic manipulative skills, safety judgment, technical knowledge, and related occupational information for the purpose of fitting persons for initial employment in industrial occupations and upgrading or retraining workers employed in industry.

Trade and Industrial Education Clubs

—organizations composed of vocational industrial education students whose ob-

jectives are to develop leadership qualities as they perfect their shop skills and knowledges. (Also called Vocational Industrial Clubs.)

Trade extension class

—(See part-time programs, vocational.)

Trade preparatory programs

—education to prepare for entrance into useful employment in an industrial occupation and provide an opportunity to continue a general education. It is the type of vocational education given in full-time day trade or technical institute classes. (See also part-time programs, vocational.)

Trade school

—a public or private vocational school which trains youths and adults in the skills, technical knowledge, related industrial information, and job judgment necessary for success in one or more skilled trades. These schools provide opportunity also for continuation of general education. (See vocational school.)

Training agreement

—an outline of learning experiences an employer agrees to provide for a student-learner enrolled in the various cooperative education programs.

United States Office of Education

—a division of the Federal Government, within the Department of Health, Education, and Welfare, established by Congress in 1867 for the purpose of advancing the cause of education throughout the nation. The Division of Vocational and Technical Education in the Office of Education is responsible for the administration of the vocational education acts including the allocation of federal funds to the states for vocational education.

Unit of instruction

—the smallest division of instruction for which a full lesson is taught. A single operation in a trade may constitute a unit of instruction.

Unit shop

—a school shop designed and equipped to provide training in a single industrial occupation or a single kind of material or type of work.

Unit trade course

—instruction organized for persons attending full-time school and preparing for advantageous entrance into a specific trade or industrial pursuit. Courses are based solely on instruction for a particular trade or occupation.

Upgrading or updating training

—supplemental or extension training for the purpose of advancement or improving a worker's efficiency.

Vestibule training

—a program organized in the plant, by the employer, for the short, intensive, preliminary training or “breaking in” of new employees on special machines and operations.

Vocational and technical education

—training intended to prepare the student to earn a living in an occupation in which success is dependent largely upon technical information and an understanding of the laws of science and technology as applied to modern design, production, distribution, and service.

Vocational curriculum

—a carefully selected group of courses or a sequence of subjects the content of which will provide the necessary skill and knowledge for success in a specific occupation.

Vocational education

—“vocational or technical training or retraining which is given in schools or classes (including field or laboratory work incidental thereto) under public supervision and control or under contract with a state board or local educational agency, and is conducted as part of a program designed to fit individuals for gainful employment as semi-skilled or skilled workers or technicians in recognized occupations (including any program designed to fit individuals for gainful employment in business and office occupations, and any program designed to fit individuals for gainful employment which may be assisted by federal funds under the Vocational Education Act of 1946 and supplementary vocational education Acts, but excluding any program to fit individuals for employment in occupations which the Commissioner determines, and specifies in regulations, to be generally considered professional or as requiring a baccalaureate or higher degree). Such term includes vocational guidance and counseling in connection with such training, instruction related to the occupation for which the student is being trained or necessary for him to benefit from such training, the training of persons engaged as, or preparing to become, vocational education teachers, teacher-trainers, supervisors, and directors for such training, travel of students and vocational education personnel, and the acquisition and maintenance and repair of instructional supplies, teaching aids and equipment, but does not include the construction or initial equipment of buildings or the acquisition or rental of land.”*

Vocational Education Act of 1963

—enacted “to authorize federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the states—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated op-

*As defined in Public Law 88-210.

portunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.”*

Vocational guidance

—(See guidance, vocational.)

Vocational school

—a school which is organized separately under a principal or director for the purpose of offering training in one or more skilled or semiskilled trades or occupations. It is designed to meet the needs of high school students preparing for employment and to provide upgrading or extension courses for those who are employed.

Vocational subject

—any school subject designed to develop specific skills, knowledges, and information which enable the learner to prepare for or to be more efficient in his chosen trade or occupation.

Work experience

—employment undertaken by a student while attending school. The job may be designed to provide practical experience of a general character in the work-a-day world.

Work experience education (occupational experience)

—employment undertaken as part of the requirements of a school course and designed to provide planned experiences, in the chosen occupation, which are supervised by a teacher-coordinator and the employer.

Work study program

—administered by the local educational agency and made reasonably available (to the extent of available funds) to all eligible youths in the area served by such agency. Employment under the program may be for the local educational agency or some other public agency or institution and will be furnished only to students who (a) have been accepted for enrollment as full-time students in an approved vocational education program, (b) need earnings to continue their vocational education, and (c) are at least 15 and less than 21 years of age. No student shall be employed under the program more than 15 hours in any class week or paid more than \$45 in any month or \$350 in any academic year, except in special cases.

Young Farmer Association

—the organization of students enrolled in young farmer classes. Objectives are to provide leadership training on a participating basis and to help bridge the gap between membership in farm youth organizations and adult farm associations.

Young-farmer classes

—groups of farmers, usually between 16 and 25 years of age and not otherwise enrolled in school, who are taught by regular or special teachers of vocational agriculture to aid them in becoming satisfactorily established in farming.

*As defined in Public Law 88-210.

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